


Warm-up: Spend a few minutes revising the previous lesson by getting a few pairs to the front of the class to ask and answer the question *What toys do you like? - I like ...*, using real facts. Then have the class sing the song *Do you have any pets?*

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about a number of pets and toys. Give pupils a few seconds to look at the pictures and read the text in silence. Elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

Language note: Remind pupils of the falling intonation in: *How many ... do you have?* 

2. Point and say.

- Tell pupils they are going to practise asking and answering the question about the number of pets using *How many + (word for pet) + do you have?* Point to each picture and elicit the word. Then have pupils repeat each a few times. Point to Picture *a*, asking pupils to fill in the missing words. Put the question and the answer on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or picture cards as prompts.
- Get pupils to work in pairs. Check as a class.

Language note:

- Draw pupils' attention to the unchanged spelling in the plural form of **goldfish**
E.g. **a goldfish, two goldfish**
- Remind pupils to use the plural form of a noun after the question **How many**.
E.g. **How many pets/ toys/ parrots/... do you have?**

3. Let's talk.

- Tell pupils that they are going to practise more with their friends, using their own words. Give pupils a few seconds to look at the pictures and check understanding by eliciting the words for pets. Point to the cats and ask pupils to fill in the word to complete the question and the answers in the bubbles. Call them to the board and have pupils repeat each of them a few times. Call a pair to the front to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and complete.  

Nam, Linda and Mai like pets. They have different pets. Nam has two dogs and three parrots. Linda has three cats and one dog. Mai has four goldfish.



1. Nam has two _____ and three _____.
2. Linda has three _____ and one _____.
3. Mai has four _____.

6 Let's write. 

1. Do you like pets? _____.
2. What pets do you have? _____.
3. How many _____ do you have? _____.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures in silence. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class

Key: a2 b1 c4 d3

Audio script

- | | |
|---|---|
| 1. Nam: Do you have any goldfish?
Mai: Yes, I do.
Nam: How many goldfish do you have?
Mai: I have four. | 2. Mai: Do you have any cats?
Nam: No, I don't.
Mai: How about dogs?
Nam: Yes, I do.
Mai: How many dogs do you have?
Nam: I have one dog. |
| 3. Nam: Do you have any cats?
Mai: Yes, I do.
Nam: How many cats do you have?
Mai: I have three. | 4. Mai: Do you have any parrots?
Nam: Yes, I do.
Mai: How many parrots do you have?
Nam: I have two. |

5. Read and complete.

- Tell pupils that they are going to read and complete sentences about Nam, Linda and Mai, and the pets they have. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback. Remind pupils to underline the key words while reading the text to use in answering the questions.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the questions and the answers.

Key: 1 dogs, parrots 2 cats, dog 3 goldfish

6. Let's write.

- Tell pupils that this is a personalized activity in which pupils write the answers using real facts. Give pupils a few seconds to look at the picture and read the questions in silence. Check comprehension and teach the new vocabulary. Call a pupil to answer the questions as the examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few individuals to read aloud their writing.
- Call two pupils to write their answers on the board and correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 3

1 Listen and repeat.

i-e

kite

This is my kite.

i

ship

I like ships.

2 Listen and write.



1. I have a new _____.

2. Do you like _____?

3 Let's chant.

Do you like toys?

Do you like toys?

Yes, I do. Yes, I do.

Do you like trucks?

No, I don't. No, I don't.

What toys do you like?

I like ships. I like ships.

How many ships do you have?

I have four. I have four.

Do you like pets?

Yes, I do. Yes, I do.

Do you like dogs?

No, I don't. No, I don't.

What pets do you like?

I like cats. I like cats.

How many cats do you have?

I have two. I have two.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class and ask and answer the questions *Do you have any pets? How many + (word for pet) + do you have?* Then have the class sing the song *Do you have any pets?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **i-e** and **i** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 kite 2 ships

Audio script

1. I have a new kite.

2. Do you like ships?

3. Let's chant.

- Tell pupils that they are going to say the *Do you like toys?* chant. Get pupils to follow the procedure in *Teaching the unit component* in the *Introduction*.
- Read each line and check comprehension. Give feedback and have pupils repeat each line of the chant.
- Play the recording three times for pupils to do choral and individual repetition.
- Ask pupils to sit face to face to practise chanting and doing the actions.
- Call two groups of six to the front of the class saying the chant: one group chants the questions and the other chants the answers. The class claps the rhythm.

4 Read and match.

- | | |
|------------------------------|--------------|
| 1 Do you like toys? | a Robots. |
| 2 What toys do you like? | b Nine. |
| 3 What pets do you like? | c Yes, I do. |
| 4 How many cats do you have? | d Cats. |

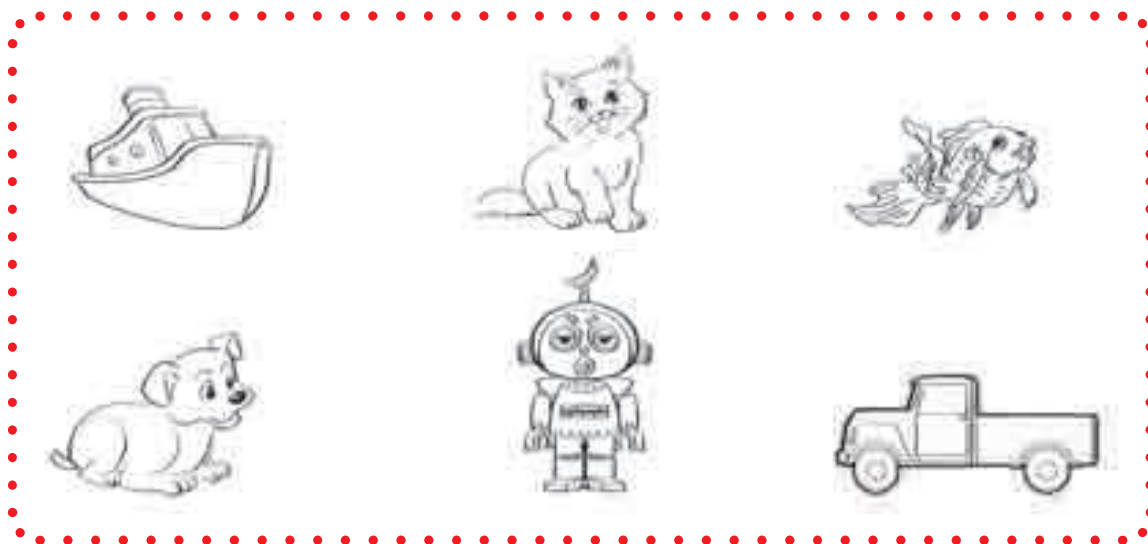
5 Read and complete.

like has trucks How ten cats

I have many toys. I have five (1) _____, three planes, and (2) _____ yo-yos. My friend Mary has some pets. She (3) _____ two dogs and three (4) _____. What about you? What toys do you (5) _____? (6) _____ many pets do you have?

6 Project

Draw and colour your toys or pets.
Talk to your classmates about them.



4. Read and match.

- Tell pupils that they are going to read and match the questions on the left with the answers on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the exchanges.

Key: 1c 2a 3d 4b

5. Read and complete.

- Tell pupils that they are going to read and fill in the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around offering help, if necessary.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the questions and the answers.

Key: 1 trucks 2 ten 3 has 4 cats 5 like 6 How

6. Project

- Tell pupils that they are going to copy and colour a favourite toy and pet they like. Check understanding. Get pupils to prepare necessary items (paper, pens, coloured pencils, scissors, glue, etc.).
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, give the project as homework.
- Call several pupils to the front of the class to give a presentation of their work.
- Have pupils work in pairs to ask and answer questions about their drawing.

E.g. - *What toys / pets do you like?*

- *I like ...*

- *What colour is it?*

- *It's ...*

- Have the rest of the pupils stick their paintings on the walls of the classroom and choose the five best.
- Have the class say the *Do you like toys?* chant and sing the song *Do you have any pets?* to end the class.



Lesson 1

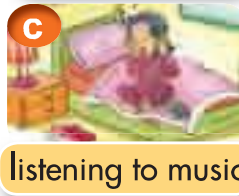
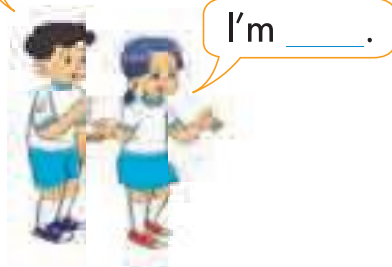
1 Look, listen and repeat.



2 Point and say.



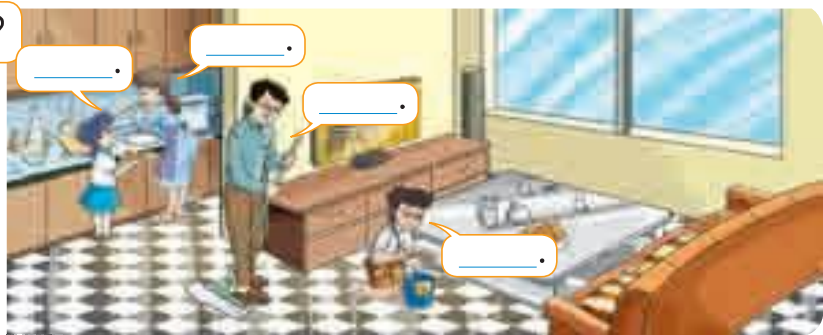
What are you doing?



3 Let's talk.



What are you doing?



read + ing = reading

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Indoor activities*.
- ask and answer questions about what someone is doing, using *What are you doing?* and *What is he/she doing?*
- pronounce the sounds of the letters **ea** and **aw** in the words **reading** and **drawing** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Slap the board*, using the vocabulary learnt. Then have pupils say the chant *Do you like toys?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about indoor activities. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What are you doing?* Point to each picture and elicit the meanings of the verbs. Give the meanings, if necessary. Point to Picture *a* and elicit the words to fill the gaps in the answer. Put the sentences on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to look at the picture and check comprehension by eliciting what each character in the picture does. Call a pair to give a demonstration of the exchange before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  



a



b



a



b



a



b

5 Read and write.  

Today Mai's family is at home. Mai's father is in the living room. He is reading. Mai's brother is listening to music. Mai and her mother are in the kitchen. They are cooking.

What are they doing?

1. Mai's father is _____.

2. Her brother _____.

3. Mai and her mother _____.

6 Let's write. 

1. What are you doing? _____.

2. What is your father doing? _____.

3. What is your mother doing? _____.

Warm-up: Give pupils a few minutes to revise the vocabulary they have learnt in the previous lesson by calling a few pairs to act out the questions and the answers *What are you doing? I'm + (V-ing)* in front of the class.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a 3b

Audio script

- | | | |
|----|----------------------|-------------------------|
| 1. | <i>Hoa's mother:</i> | Where are you, Hoa? |
| | <i>Hoa:</i> | I'm in my room. |
| | <i>Hoa's mother:</i> | What are you doing? |
| | <i>Hoa:</i> | I'm reading. |
| 2. | <i>Nam's mother:</i> | Where are you, Nam? |
| | <i>Nam:</i> | I'm in the living room. |
| | <i>Nam's mother:</i> | What are you doing? |
| | <i>Nam:</i> | I'm watching TV. |
| 3. | <i>Mai's mother:</i> | Where are you, Mai? |
| | <i>Mai:</i> | I'm in the kitchen. |
| | <i>Mai's mother:</i> | What are you doing? |
| | <i>Mai:</i> | I'm cooking. |

5. Read and write.

- Tell pupils that they are going to read the text in silence and complete the sentences. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 reading 2 is listening to music 3 are cooking

6. Let's write.


- Tell pupils that they are going to write the answers, using real facts. Call a pupil to the front to share his/her answers before starting the activity.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to read their answers aloud or to write their answers on the board. Correct the spelling or grammatical errors, if necessary.

Key: Pupils' own answer.

Lesson 2

1 Look, listen and repeat.

a Where's Peter?



He's in his room.

b What's he doing there?



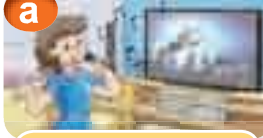
He's doing his homework.

2 Point and say.


What's he/she doing?



He's/She's _____.

a 
singing

b 
drawing

c 
playing the piano

d 
watching TV

3 Let's talk.

What's he/she doing?



_____.

Warm-up: Spend a few minutes revising the previous lesson by conducting a game of *Bingo* with the verbs learnt in the previous lesson. Then call a few pairs to the front of the class to ask the question *What are you doing?* and use the verbs in the game to answer.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about what someone is doing. Draw pupils' attention to the first picture, elicit the names of the characters and explain what they say. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question, using *What is he/she doing?* Give pupils a few seconds to look at the pictures and read the words. Point to each picture and check comprehension. Teach new words and have pupils repeat each of them a few times. Point to Picture *a* and elicit the word to fill the gap. Put the questions and the answers on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text in silence. Check understanding by pointing to each person and elicit what he/she is doing. Get a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and match.  

1 What are you doing?

a He's watching TV.

2 What's Mai doing?

b I'm playing the piano.

3 What's Peter doing?

c They're skating.

4 What are Tony and Linda doing?

d She's cooking.

6 Let's sing. 

I love my parents

I love you, Mummy. I love you, Mummy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Mummy! I love you so much.

I love you, Daddy. I love you, Daddy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Daddy! I love you so much.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class to act out the dialogues with *What is he/she doing?* using the picture in section 3.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures. Elicit the information in each picture and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a3 b1 c4 d2

Audio script

- | | |
|---|--|
| 1. Nam: Where's Tony?
Mai: He's in the living room.
Nam: What's he doing?
Mai: He's watching TV. | 2. Tony: Where's Mai?
Linda: She's in her bedroom.
Tony: What's she doing?
Linda: She's drawing a picture. |
| 3. Nam: Where's Peter?
Linda: He's in the garden.
Nam: What's he doing?
Linda: He's listening to music. | 4. Hoa: Where's Linda?
Tony: She's in the kitchen.
Hoa: What's she doing there?
Tony: She's cooking. |

5. Read and match.

- Tell pupils that they are going to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1b 2d 3a 4c

6. Let's sing.

- Tell pupils that they are going to sing the song *I love my parents*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line and have pupils repeat it a few times. When pupils are familiar with the tune, give a demonstration of the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of four pupils to the front of the class to sing the song. The rest of class claps along to the song.

Lesson 3

1 Listen and repeat.

ea

reading

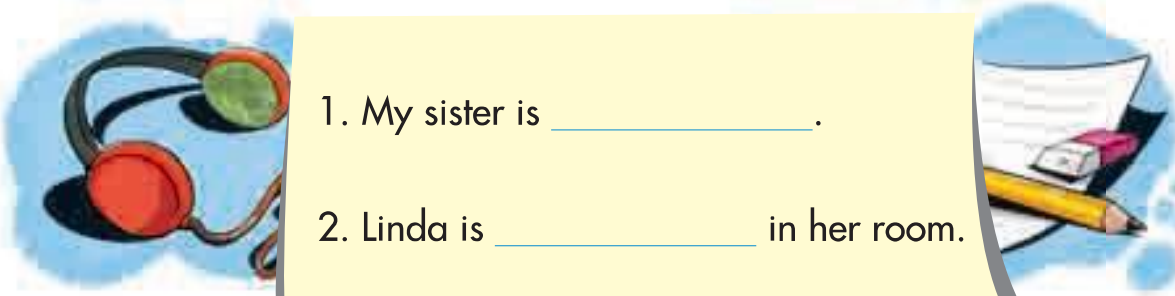
He's **reading**.

aw

drawing

She's **drawing** a picture.

2 Listen and write.



1. My sister is _____.

2. Linda is _____ in her room.

3 Let's chant.

What are you doing?

What are you doing?

I'm drawing. I'm drawing.

What is she doing?

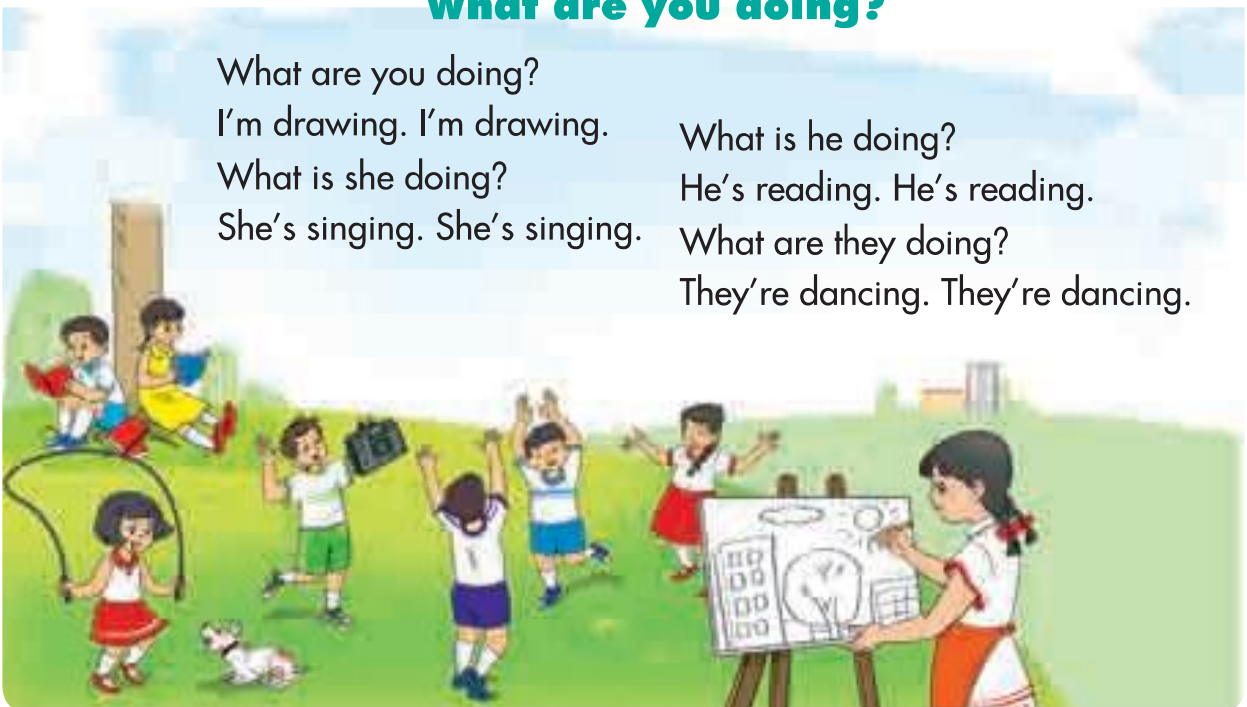
She's singing. She's singing.

What is he doing?

He's reading. He's reading.

What are they doing?

They're dancing. They're dancing.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the song *I love my parents*. Call a group of six to the front of the class to sing. The class claps along to the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ea** and **aw** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 reading 2 drawing

Audio script

1. My sister is reading. 2. Linda is drawing in her room.

3. Let's chant.

- Tell pupils that they are going to read the chant *What are you doing?* Say the chant or play the recording all the way through. Read each line and check comprehension. Have pupils repeat each line of the chant. When they get familiar with the rhythm, show pupils how to say the chant while doing the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.

4 Read and complete.

watching is listening playing in

My name is Quan. Today my family (1) _____ at home. We are (2) _____ the living room. My father is (3) _____ TV. My mother is (4) _____ the piano. My brother is (5) _____ to music and I am singing.

5 Let's write.

1. Where is Quan's family? _____.
2. What is his father doing now? _____.
3. What is his mother doing now? _____.
4. What is his brother doing now? _____.
5. What is Quan doing now? _____.

6 Project

Tell your classmates what they are doing.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to the front of the class to chant *What are you doing?*

4. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps with the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board. Ask pupils to copy down the sentences into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 is 2 in 3 watching 4 playing 5 listening

5. Let's write.

- Tell pupils that they are going to write the answers. Give a few minutes for pupils to read the text again. Call a pupil to give the answer of the first gap before starting the activity.
- Give pupils time to do the task. Get pupils to work in pairs. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud their writing.

Key: 1 His family is at home.
2 His father is watching TV.
3 His mother is playing the piano.
4 His brother is listening to music.
5 He is singing in his room.

6. Project

- Tell pupils that they are going to look at the pictures and tell what the children are doing. Then pupils will give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project in class. Go around to offer help, if necessary.
- Call several pupils to the front of the class to give a presentation of their work. If there is not enough time, give the project as homework.
- Have pupils draw one of the pictures and work in pairs to ask and answer questions about their picture.
E.g. *This is my friend. Her name is Lan. She is listening to music. What is your friend doing?*
- Have pupils sing the song *I love my parents* or read the *What are you doing?* chant to end the class.

Unit 19 They're in the park



Lesson 1

1 Look, listen and repeat.   



No, they aren't. They're in the park.

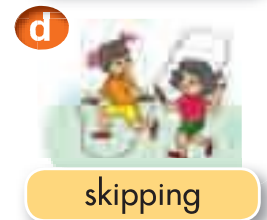
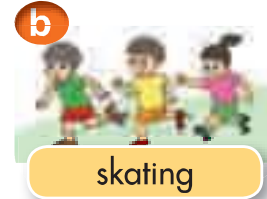


They're skating.

2 Point and say.  

What are they doing?

They're _____.




3 Let's talk.  

What _____ they _____?

_____.



 cycle + ing = cycling
skip + ing = skipping

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Outdoor Activities* and *Weather*.
- ask and answer questions about outdoor activities, using *What are they doing?*
- ask and answer questions about the weather, using *What's the weather like?*
- pronounce the sounds of the letters **ai** and **a-e** in the words **rainy** and **skate** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Charades*, using the words learnt. Then have pupils say the *What are you doing?* chant. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about outdoor activities. Point to the first picture and elicit the names of the characters and what they say. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What are they doing?* and the answer *They're + (V-ing)*. Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the verb under it. Have pupils repeat each word a few times. Use the first picture as an example and elicit the word to fill the gap in the answer. Put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language note:

Draw pupils' attention to the **-ing** forms of different verbs. The **e** is deleted when adding **-ing** to the verbs **cycle** and **skate** (i.e. **cycle->cycl**ing**** and **skate->skat**ing****). The **p** is doubled when adding **-ing** to the verb **skip** (i.e. **skip->sk**ipp**ing**)

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for them to look at the pictures and read the text in silence. Check comprehension by pointing to each picture and elicit the verb. Then prompt pupils to say the words to fill the gaps. Put the question and answer on the board and have pupils repeat each of the sentences a few times. Call a pair to give a demonstration of the dialogue.
- Get pupils to practise in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the exchange in front of the class.

4 Listen and tick.  



1. **a**



b



2. **a**



b

5 Read and write.  



My name is Phong. Today I am in the park with my friends. We are doing sports and playing games. Some of the boys and I are playing football. Some of the girls are skipping. My friend Mai is cycling. Nam and Quan are flying kites. We are happy in the park.

1. The children are in _____.

2. Some of the boys are _____.

3. Some of the girls are _____.

4. Mai is _____.

5. Nam and Quan are _____.

6 Let's write. 

1. Where are you now? _____.

2. What are you doing? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Charades*, using the verbs learnt. Then call a few pairs to the front of the class to do the dialogue in Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for them to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a

Audio script

1. Mai: Where are Nam and Quan?
Phong: They're in the park.
Mai: What are they doing there?
Phong: They're flying kites with their friends.
2. Nam: Where are the girls?
Quan: They're in the park.
Nam: What are they doing there?
Quan: They're skipping.

5. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for them to look at the picture and read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task.
- Get pupils to swap and check their answers before calling some pupils to read aloud the answers. Write the correct answers on the board and ask pupils to copy down into their notebooks.

Key: 1 the park 2 playing football 3 skipping 4 cycling 5 flying kites

6. Let's write.

- Tell pupils that they are going to write the answers about themselves. Give a few seconds for them to read the questions. Call a pupil to answer the questions as an example.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before calling a few pupils to read aloud their answers.

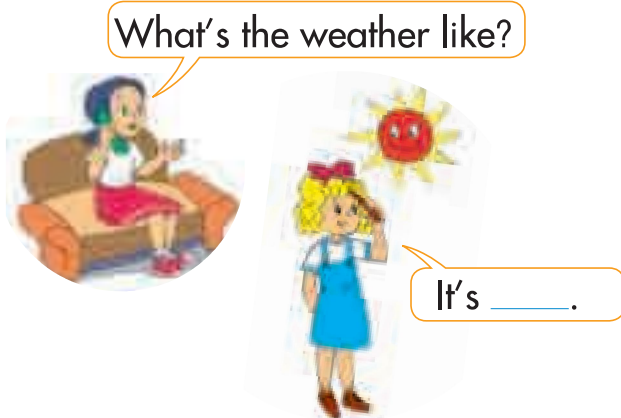
Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



What's the weather like?



Warm-up: Spend a few minutes revising the previous lesson by calling two groups of four to the front of the class: one group mimes an action and the rest of the class asks *What are they doing?*, and then the other group answers.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about the weather. Give a few seconds for pupils to look at the first picture and read the text in silence. Check comprehension. Have them repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the weather, using *What's the weather like?* and *It's + adj.* Give a few seconds for them to look at the pictures and read the words under each picture. Check comprehension and give feedback. Have pupils repeat each word a few times. Use the first picture as an example and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat each sentence a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for them to look at the picture and check comprehension. Call a pair to give a demonstration of the dialogue.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the exchange in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Look, read and write. 🧐 🧐 🧐

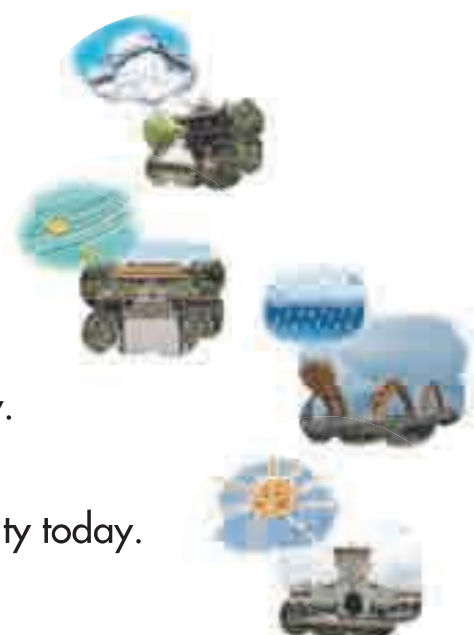
What's the weather like?

1. It is _____ in Ha Noi today.

2. It is _____ in Hue today.

3. It is _____ in Da Nang today.

4. It is _____ in Ho Chi Minh City today.



6 Let's sing. 🎵 🎵

The weather song

What is the weather like?
 What is the weather like?
 It is sunny and windy
 In my hometown.
 What is the weather like?
 What is the weather like?
 It is cloudy and rainy
 In my hometown.



4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for them to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before you check as a class.

Key: a2 b1 c4 d3

Audio script

1. Mai: Let's play a game.
Nam: OK.
Mai: Look at this picture. What's the weather like?
Nam: It's rainy.
Mai: Well done!
2. Mai: How about this picture? What's the weather like?
Nam: It's sunny.
Mai: Well done! Now it's your turn.
3. Nam: Look at this picture. What's the weather like?
Mai: It's cloudy.
Nam: No, Mai. It's snowy.
4. Nam: And this picture? What's the weather like?
Mai: It's cloudy!
Nam: Well done, Mai!

5. Look, read and write.

- Tell pupils that they are going to complete the sentences. Give a few seconds for them to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read aloud the sentences.

Key: 1 cloudy 2 windy 3 rainy 4 sunny

6. Let's sing.

- Tell pupils that they are going to sing *The weather song*. Give a few seconds for them to read the lyrics in silence. Check comprehension and give feedback. Sing the song or play the recording all the way through. Play each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of six to the front of the class to sing the song. One group sings the questions, the other sings the answers, and the rest of the class claps along to the song.

Lesson 3

1 Listen and repeat.

ai

rainy

It's rainy today.

a-e

skate

I often skate in the park.

2 Listen and write.

1. I like _____ days.

2. My sister and I _____ in the playground.

3 Let's chant.

Where are you?

Where are you?

In the park. In the park.

What's the weather like?

It's sunny. It's sunny.

What are you doing?

I'm cycling. I'm cycling.

What are your friends doing?

They're skating. They're skating.

What are your friends doing?

They're skipping. They're skipping.



Warm-up: Spend a few minutes revising the previous lesson by having pupils sing *The weather song*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ai** and **a-e** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 rainy 2 skate

Audio script

1. I like rainy days.

2. My sister and I skate in the playground.

3. Let's chant.

- Tell pupils that they are going to say the *Where are you?* chant. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils read it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions.
- Call two groups of six to the front of the class to say the chant. One group says the questions and the other says the answers. The rest of the class claps along to the rhythm.

4 Read and match.

- | | |
|----------------------------|------------------------------------|
| 1 Where are you? | a She's skipping. |
| 2 What are you doing? | b It's sunny and windy. |
| 3 What's the weather like? | c I'm in the park with my friends. |
| 4 What is Nam doing? | d We're skating. |
| 5 What is Mai doing? | e He's cycling. |

5 Read and complete.

skating playing weather flying park

The (1) _____ is fine today. It is sunny and windy. We are in the (2) _____. Mai and Linda are (3) _____ kites. Nam, Phong and Tony are (4) _____ football. Peter and Quan are (5) _____. We are happy in the park.

6 Project

Draw and colour a weather icon for tomorrow's weather in your place.
Present them to your class



A large rectangular area outlined with a red dotted line, intended for drawing and coloring weather icons.

4. Read and match.

- Tell pupils that they are going to read the questions on the left, and pair them with the answers on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Ask pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1c 2d 3b 4e 5a

5. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Get weaker pupils to work in pairs.
- Get pupils to swap and check their answers before calling pupils to read aloud their answers and correct them, if necessary.

Key: 1 weather 2 park 3 flying 4 playing 5 skating

6. Project

- Tell pupils that they are going to guess tomorrow's weather. Then they will choose and copy one of the weather icons and colour it. Then they will show their icons to the class and talk about the weather. Check understanding.
- Allow pupils time to do the project. Go around to offer help, if necessary.
- Have pupils work in pairs, ask and answer questions, using their drawing.
E.g. - *What's the weather like?*
- *It's sunny / rainy / cloudy, etc.*
- Have pupils sing *The weather song* and say the *Where are you?* chant to end the class.



Lesson 1

1 Look, listen and repeat.



a Where's Sa Pa, Mai?



It's in north Viet Nam.

b This is a photo of Sa Pa.



Oh! It's very beautiful.

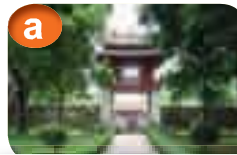
2 Point and say.



Where's _____?



It's in _____ Viet Nam.



Ha Noi/north



Ha Long Bay/north



Hue/central

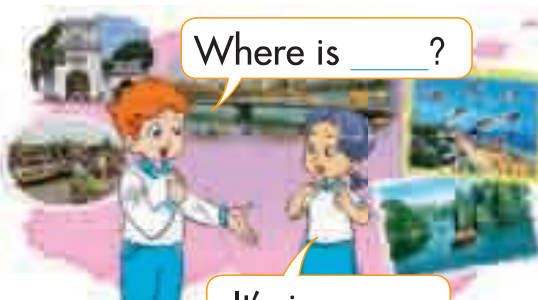


Ho Chi Minh City/south

3 Let's talk.



Where is _____?



It's in _____.



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Places of Interest*.
- ask and answer questions about locations of places, using *Where's + (place)?* and *It's in + (location)*.
- ask and answer questions about distance, using *Is ... near + (place)?* and *Yes, it is./ No, it isn't*.
- pronounce the sounds of the letters **ar** and **or** in the words **far** and **north** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Slap the board*, using the verbs learnt. Then have the class sing *The weather song*. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering the question *Where's + (place)?* and the answer *It's in + (location)*. Point to the first picture and elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

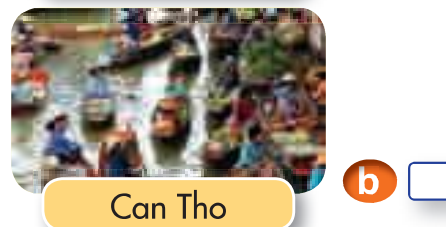
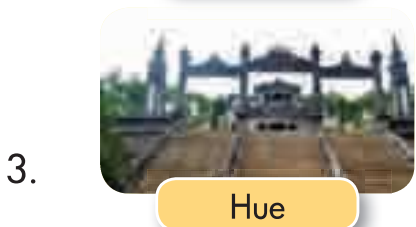
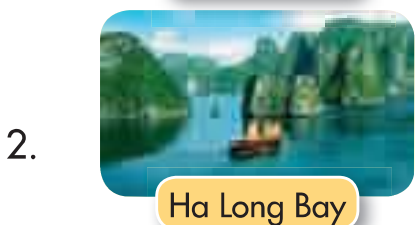
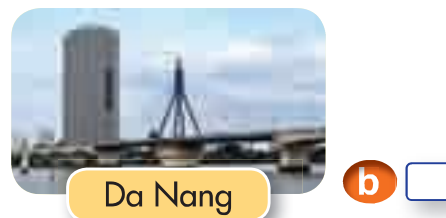
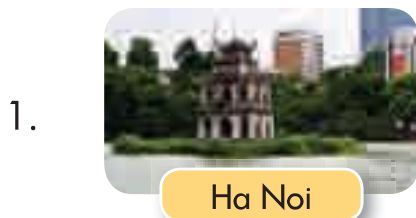
2. Point and say.

- Tell pupils that they are going to practise asking the question *Where's + (place)?* and giving the answer *It's in + (direction) + Viet Nam*. Give pupils a few seconds to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words under it. Have pupils repeat each word a few times. Point to the first picture and elicit the words to fill the gaps in the bubbles. Have pupils repeat the question and answer a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback. Prompt pupils to say the words to fill the gaps in the bubbles. Write them on the board and have pupils repeat each of the sentences a few times. Call a pair to give a demonstration of the dialogue.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.

4 Listen and tick.  



5 Look and write.  



1. This is *Ha Long Bay*. 2. This is _____. 3. And this is _____.
 It is in *north Viet Nam*. It is in _____. It is in _____.
 _____.

6 Let's write. 

1. Where is your family? *My family is in* _____.
2. Where is your city? _____.
3. Do you like your place (city/town/village)? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Slap the board*, using the names of the cities they have learnt. Then call a few pairs to the front of the class to practise asking and answering questions about the cities.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1a 2b 3a

Audio script

- | | |
|---|---|
| <p>1. Mai: Let's play a city game!
Nam: OK.
Mai: Look.
This city is in north Viet Nam.
What's its name?</p> | <p>2. Nam: Now it's my turn. This city is in south Viet Nam. What's its name?</p> |
| <p>3. Mai: Now, it's my turn. This city is in central Viet Nam. What's its name?</p> | |

5. Look and write.

- Tell pupils that they are going to look at the pictures of some cities and complete the sentences. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.

Key: 2 Da Nang, central Viet Nam. 3 Ho Chi Minh City, south Viet Nam.

6. Let's write.

- Tell pupils that they are going to answer the questions. Give a few seconds for pupils to read the questions. Check comprehension. Call a pupil to answer the first question as an example.
- Give pupils time to do the task. Get pupils to work in pairs.
- Get pupils to swap and check their answers before calling on pupils to read aloud their answers.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.



a Look. This is a photo of Hai Duong.

Is Hai Duong near Ha Noi?

Yes, it is.

b And this is a photo of Ha Long Bay.

Is Ha Long Bay near Ha Noi?

No, it isn't. It's far from Ha Noi.

2 Point and say.



Is ____ near Hue?

Yes, ____.

No, ____ . It's far from Hue.

a

Ha Long Bay/
no

b

Da Nang/
yes

c

Ho Chi Minh City/
no

d

Quang Tri/
yes

3 Let's talk.



Is ____ near Ho Chi Minh City?

Dong Nai

Hue

Can Tho

Warm-up: Spend a few minutes revising the previous lesson by getting a few pairs to the front of the class to ask and answer questions about places using *Where's + (place)? – It's in + (location) Viet Nam.*

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about distance, using *Is + (place) + near + (place)?* Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about distance using *Is + (place) + near + (place)?* Give pupils a few seconds for pupils to look at the pictures and read the text in silence. Have pupils repeat the words under each picture a few times.
- Point to the first picture and elicit the words to fill the gaps and have pupils repeat each sentence a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give pupils a few seconds to look at the picture. Elicit the names of the places. Point to the places in the pictures and prompt pupils to say the words to fill the gaps. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Read and complete. 🧐 🧐

far theatre near name



Hi! My (1) _____ is Nam. I am in Ha Noi now. I am at Thang Long Water Puppet Theatre. It is (2) _____ Hoan Kiem Lake. Ngoc Son Temple is near the (3) _____. The museum is not near the theatre. It is (4) _____ from the theatre.

6 Let's play. 🧑🧒

Card game



4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a4 b2 c1 d3

Audio script

1. Linda: Is this Ha Noi?
Nam: Yes, it is.
Linda: It's beautiful!
2. Linda: Where is Can Tho, Nam?
Nam: It's in south Viet Nam.
3. Mai: Look! This is Hue.
Tony: Where is it, Mai?
Mai: It's in central Viet Nam. It's far from here.
4. Mai: Here is Ha Long Bay.
Tony: Is Ha Long Bay near Hai Phong?
Mai: Yes, it is.

5. Read and complete.

- Tell pupils that they are going to read and complete the text about places in Ha Noi. Give pupils a few seconds to look at the map and read the text in silence. Teach the new vocabulary. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Ask the class to read aloud the text.

Key: 1 name 2 near 3 theatre 4 far

6. Let's play.

- Tell pupils that they are going to play *Card game* - the game *Pelmansim* (see *Activities Bank*). Explain how to play the game: pupils have to find two cards of the same city and tell the class about its name and where it is (e.g. *This is Ha Noi. It is in north Viet Nam*). Give a demonstration with a pupil.
- Give pupils time to play the game.
- Put the scores of individual pupils on the board and praise the winner with the class.

Lesson 3

1 Listen and repeat.

ar

far

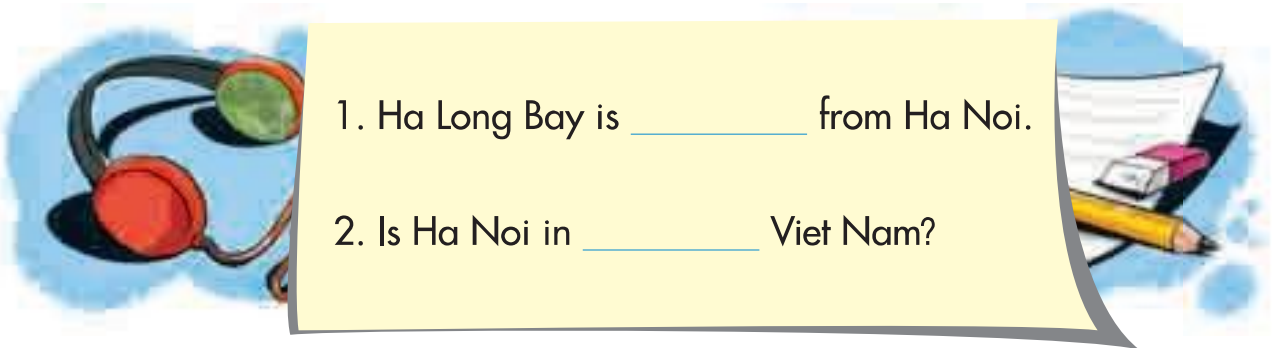
Can Tho is far from Ho Chi Minh City.

or

north

Sa Pa is in north Viet Nam.

2 Listen and write.



1. Ha Long Bay is _____ from Ha Noi.

2. Is Ha Noi in _____ Viet Nam?

3 Let's chant.

Where's Ba Vi?

Where's Ba Vi?

It's in north Viet Nam.

Is it near Ha Noi?

Yes, it is. Yes, it is.

Where's Da Nang?

It's in central Viet Nam.

Is it near Hue?

Yes, it is. Yes, it is.

Where's Can Tho?

It's in south Viet Nam.

Is it near Ho Chi Minh City?

No, it isn't. No, it isn't.



Warm-up: Spend a few minutes revising the previous lesson by having pupils ask and answer the question about distance, using *Is + (place) + near + (place)? – Yes, it is./ No, it isn't.*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ar** and **or** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 far 2 north

Audio script

1. Ha Long Bay is far from Ha Noi.
2. Is Ha Noi in north Viet Nam?

3. Let's chant.

- Tell pupils that they are going to say the chant *Where's Ba Vi?* Follow the procedure in *Teaching the unit components* in the *Introduction*. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils read it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Get pupils to sit face to face and practise chanting and doing the actions.
- Call two groups of six to the front of the class to say the chant: one group says the questions and the other says the answers. The rest of the class claps along to the rhythm.

4 Read and write. 🧐 📝

Hello! My name is A Vung. I am eight years old. My family is in Sa Pa. It is in north Viet Nam. Sa Pa is near Lai Chau but very far from Ha Noi. There are a lot of mountains and trees in my place. How about your place? Where is it in Viet Nam?



1. Where is A Vung's family? _____.

2. How old is he? _____.

3. Where is Sa Pa? _____.

4. Is Sa Pa near Ha Noi? _____.

5 Let's write. 📝

1. Where is your family? _____.

2. Where are they in Viet Nam? In _____.

3. Is your place near Ha Noi? _____.

4. Is your place near Da Nang? _____.

5. Is your place near Ho Chi Minh City? _____.

6 Project 🎨

Talk about your favourite place.



This is _____.
It is in _____.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to say the chant *Where's Ba Vi?*

4. Read and write.

- Tell pupils that they are going to read the text and answer the questions about A Vung and his place. Give pupils a few seconds to look at the picture and read the text in silence. Check comprehension and give feedback. Explain the meaning of the new vocabulary.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Give time for pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: **1** His family is in Sa Pa. **2** He's eight (years old).
3 It's in north Viet Nam. **4** No, it isn't. It's far from Ha Noi.

5. Let's write.

- Tell pupils that they are going to answer the questions about themselves. Give a few seconds for pupils to read the questions in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Get weaker pupils to work in pairs.
- Get pupils to swap and check their answers before calling on pupils to read aloud their answers.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to find a photo of a city in Viet Nam and give a presentation on the place they like. Check understanding.
- Have pupils work in pairs to ask and answer questions about their favourite places.

E.g. - *What is your favourite place?*

- *It's ...*

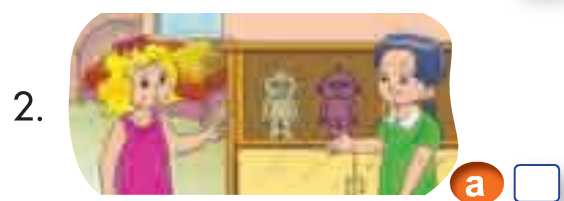
- *Where is it?*

- *It's in ...*

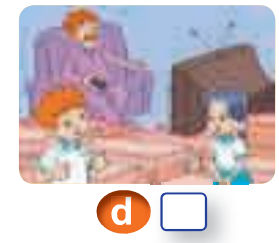
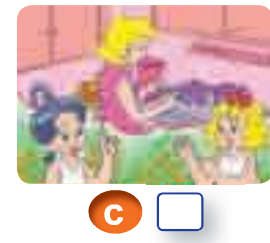
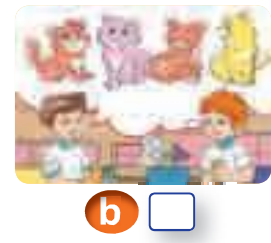
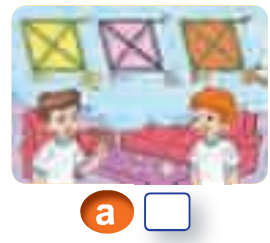
- Allow pupils to do the project as homework.
- Have the class sing the chant *Where's Ba Vi?* and play a game of *Pelmanism* to end the class.

Review 4

1 Listen and tick.  



2 Listen and number.  



Objectives

By the end of this unit, pupils can

- listen and identify specific information.
- read and identify specific information.
- read and identify general ideas.
- read, listen and understand a short story.

1. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and elicit information in the pictures and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: 1a 2b 3a 4b 5a

Audio script

- | | |
|--|--|
| 1. <i>Tom:</i> Do you have a pet?
<i>Mai:</i> Yes, I do. I have a goldfish. | 2. <i>Linda:</i> How many parrots do you have?
<i>Mai:</i> I have two. |
| 3. <i>Mai:</i> Hello, Mai's speaking.
<i>Linda:</i> Hello, Mai. It's Linda.
I'm in Da Nang now.
<i>Mai:</i> Great! It's raining in Ha Noi.
What's the weather like in Da Nang?
<i>Linda:</i> It's sunny. | 4. <i>Quan's mother:</i> Where are your brother
and sister, Quan?
<i>Quan:</i> They're in the garden.
<i>Quan's mother:</i> What are they doing there?
<i>Quan:</i> They're skipping. |
| 5. <i>Tony:</i> Where is this place, Nam?
<i>Nam:</i> It's in north Viet Nam. | |

2. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and elicit information in the pictures and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: a2 b3 c4 d1

Audio script

- | | |
|---|--|
| 1. <i>Tony:</i> What's your father doing?
<i>Mai:</i> He's watching TV. | 2. <i>Tony:</i> Do you have any toys?
<i>Nam:</i> Yes, I do. I have three kites. |
| 3. <i>Tony:</i> How many kittens do you have ?
<i>Nam:</i> I have four. | 4. <i>Mai :</i> What's your mother doing?
<i>Linda:</i> She's cooking. |

3 Read and complete. 🧐 🗨️

near playing watching reading dog living room

My family is in the (1) living room. My father is (2) _____ a book.

My mother and I are (3) _____ TV. My sister is (4) _____ with

her cat (5) _____ the TV. My (6) _____ is under the table.

4 Read and match. 🧐 🗨️

- 1 Where's Hue?
- 2 How many toys do you have?
- 3 What's your brother doing?
- 4 Do you have any goldfish?
- 5 What are those on the wall?

- a He's cleaning the floor.
- b Yes, I do.
- c I have three kites, two robots and a ball.
- d A map and a picture.
- e It's in central Viet Nam.

5 Look and say. 🧐 🗨️



1. Who are they?
What are they doing?



3. What country is this? Where is Sa Pa/Quang Ninh/Can Tho /Da Nang?



2. What is there on the shelf?
How many balls/kites/ships/robots/trucks/planes/dolls are there?
What toys do you have?



4. Where are the children?
What are they doing?

3. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the text.

Key: 2 reading 3 watching 4 playing 5 near 6 dog

4. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Give a few seconds for pupils to read in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Have a few pairs act out the dialogues.

Key: 1e 2c 3a 4b 5d

5. Look and say.

- Tell pupils that they are going to answer the questions. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension by eliciting the words to answer the questions and give feedback.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to act out the dialogues. Give feedback and praise pupils who did well and encourage pupils to listen and make improvement.

Suggested key:

1. It's Mai's family.

Her family is at home. Mai is watching TV. Her father is reading a book. Her mother is playing the piano. Her brother is playing with a dog.

2. There are a lot of toys on the shelf. There are three balls, two kites, four ships, five robots, two trucks, three planes and four dolls.

3. It's Viet Nam.

Sa Pa is in north Viet Nam.

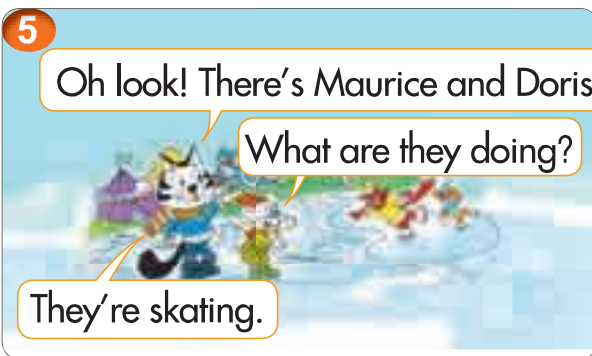
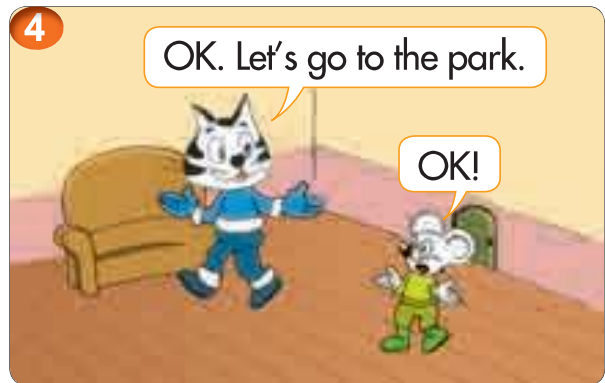
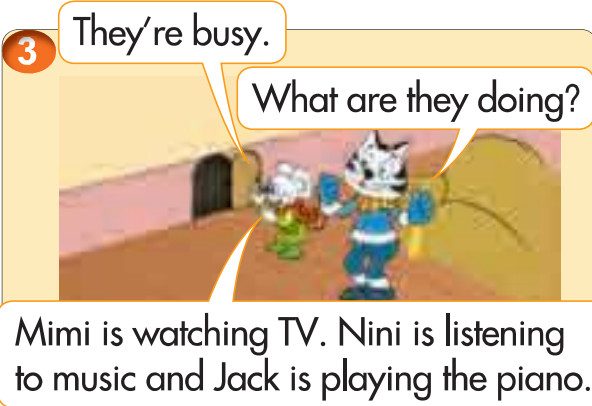
Quang Ninh is in north Viet Nam.

Can Tho is in south Viet Nam.

Da Nang is in central Viet Nam.

4. They're in the park. Nam and Tony are playing chess. Mai and Mary are skipping. Peter and Linda are cycling.

1 Read and listen to the story.  



1. Read and listen to the story.

- Tell pupils that they are going to read and listen to the story. Before pupils listen, ask them to look at the pictures and ask them questions (e.g. What are Maurice and Doris doing in picture 5 to 6?)
- Play the tape and let the pupils read and listen.

Audio script

Chit: It's cold!

Miu: Yes, but it's sunny. Let's go for a walk.

Chit: Wait a minute.

Chit: Come on, everyone! Let's go to the park!

Other mice: No! We're busy!

Chit: They're busy.

Miu: What are they doing?

Chit: Mimi is watching TV, Nini is listening to music and Jack is playing the piano.

Miu: OK. Let's go to the park.

Chit: OK!

Miu: Oh look! There's Maurice and Doris!

Chit: What are they doing?

Miu: They're skating.

Miu: Hello, Maurice!

Chit: Hello, Doris!

Miu: Stop!

Chit: Oh no!

Chit: Be careful! Skating is fun, but it can be dangerous too!

2 Put the words in the correct order. 

1. for a go walk let's _____.

2. let's a book read _____.

3. doing are they what _____?

4. music is Nini to listening _____.

3 Match the rhyming words. 

1 cold

2 wait

3 walk

4 play

5 hello

a late

b know

c stay

d old

e talk

4 Read and write.  

Chit: Hello, Doris. How (1) _____?

Doris: I'm (2) _____. Thank you. And you?

Chit: Fine, thanks. Do you (3) _____ skating?

Doris: Yes, (4) _____. Do you?

Chit: No, (5) _____.

2. Put the words in the correct order.

- Tell pupils that they are going to put the words in the correct order to make sentences. Give a few seconds for pupils to read the text.
- Give time for pupils to do the task.
- Ask pupils to swap and check their sentences before checking as a class.
- Ask a few pairs to read aloud the correct sentences.

Key: 1 Let's go for a walk.

2 Let's read a book.

3 What are they doing?

4 Nini is listening to music.

3. Match the rhyming words.

- Tell pupils that they are going to pair the words that rhyme. Explain to pupils that rhyming words are and give them some examples (e.g. fine and line). Give a few seconds for pupils to read the words in the book.
- Give time for pupils to do the task.
- Get pupils to swap and check the answers before checking as a class.
- Ask a few pupils to read aloud the pairs of rhyming words.

Key: 1d 2a 3e 4c 5b

4. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text and check comprehension.
- Give time for pupils to do the task.
- Get pupils to swap and check the answers before checking as a class.
- Ask a few pairs to read aloud the dialogue.

Key: 1 are you 2 fine 3 like 4 I do 5 I don't

Audio script

Chit: Hello, Doris. How are you?

Doris: I'm fine. Thank you. And you?

Chit: Fine, thanks. Do you like skating?

Doris: Yes, I do. Do you?

Chit: No, I don't.

Chịu trách nhiệm xuất bản :

Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGUYỄN NGÔ TRẦN ÁI
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Minh họa : NGUYỄN BÍCH LA – ĐẶNG HOÀNG VŨ – NGUYỄN PHƯƠNG DUNG

Sửa bản in : LÊ THỊ HUỆ – VŨ THỊ LAI – TRẦN THU HÀ

Chế bản tại : CTCP MỸ THUẬT & TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Nhà xuất bản Macmillan (MPC).
Trong sách có sử dụng một số hình ảnh từ Internet.

TIẾNG ANH 3 – SÁCH GIÁO VIÊN

Mã số : 1G310T4

Số ĐKKH xuất bản : 01- 2014/ CXB/ 41- 1062/ GD

In bản (QĐ), khổ 19 × 26.5 (cm)

In tại :

Địa chỉ :

In xong và nộp lưu chiểu tháng năm 2014.